

English as an Additional Language

EAL Language Builder

Intermediate

Book 2

Grammar



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English as an Additional Language

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Introduction

This photocopiable resource book builds on the language programmes outlined in *EAL Language Builder Beginner Books 1 and 2*.

Written by an experienced teaching practitioner, the *EAL Language Builder Intermediate Grammar Book 2* provides a bank of resources for busy teachers seeking to help pupils develop and consolidate English language skills. The worksheets are graded in difficulty, and accompanying extension activities are provided to test understanding and consolidate learning.

The Language Builder comprises:

- * A reference file detailing, in a student-friendly format, core grammar and punctuation rules. The learning content is outlined briefly in a number of **Need to Know** boxes.
- * **Check-up exercises** to assess students' understanding of a variety of grammar topics, basic skills, and punctuation rules.
- * **Extension activities** that assess students' understanding at a more advanced level.

Need to Know:

Students should know that a suffix is a group of letters placed at the end of a word, and be able to choose appropriate endings to construct new words.

Supporting pupils for whom English is an additional language

Attending a new school can be a daunting experience, especially for pupils who have little or no prior knowledge of English. Likewise, teachers may feel overwhelmed by the prospect of having to address the language needs of newly-arrived pupils. This book provides practical ideas and useful resources for busy teachers who seek to help pupils develop English language skills.

Helping a newcomer to settle in

Here is some practical advice about how you might help a pupil with no prior knowledge of English to settle into your class.

- * Build up a profile of your pupil. If possible, try to meet with the parents/carers before the pupil starts school. Using an interpreter if necessary, find out as much as possible about the pupil's cultural background and

prior educational experience (if any). This information will help to inform planning. For example:

- * How many years of schooling has the pupil had?
 - * Is the pupil literate in his/her home language?
 - * Have there been any disruptions to learning?
 - * Does the pupil have any physical/religious/dietary needs?
- * Use consistent routines and language to help understanding. Keep instructions short and simple. Use clear, natural speech, supported by the use of visual aids.
 - * Remember that a pupil for whom English is an additional language may require up to 2 years to become fluent in social English. To become proficient in English for academic purposes may take between 5 and 7 years.
 - * Encourage the pupil to join in as many classroom activities as possible but recognise that s/he may, on occasions, find it difficult to concentrate. Be aware of the culture shock. While some pupils adapt quickly to their new learning environment, others may become easily distracted, bored, uncooperative or even disruptive.
 - * Recognise that the pupil may go through a 'silent' or 'passive' period. Understanding usually precedes speaking and writing. Some pupils may choose to remain silent until they acquire enough confidence to engage in oral communication. This choice to remain silent (possibly for several months) should not be viewed as a lack of ability or a lack of cooperation. Most pupils will speak when they feel confident enough to do so.
 - * Recognise the value of the pupil's home language. Being fluent and/or literate in the home language not only gives a sense of identity but will also assist in the acquisition of an additional language.
 - * Celebrate the language and culture of the new pupil by displaying work in his or her home language in your classroom and throughout the school.
 - * Encourage other pupils in your class to become helpers or 'buddies'. They can show newly-arrived pupils round the school, help them in class and befriend them in the playground.

Promoting English language development

Developing language and communication skills is important for everyone, not simply for learning, but also for building relationships. This is especially important for newly-arrived pupils who may, initially, feel a sense of isolation. Such pupils will make more rapid progress if they feel happy and accepted.

It is important, therefore, for the teacher to create a learning environment in which the pupil can practise using the English language without being fearful of making mistakes.

Here are some strategies to promote English language development.

- * Use the photocopiable resources to build vocabulary skills. Teach and rehearse speaking and listening skills before going on to reading and/or writing. It is important to bear in mind the age and ability of each pupil. While some may be able to complete all the tasks in each unit, others may not have the skills necessary to do so. For the latter pupils, it may be appropriate, therefore, to revisit the more challenging worksheets at a later date.
- * Each photocopiable page has a learning intention on the top left-hand corner for the benefit of the teacher. At the bottom of each page is a self-assessment box for the pupil to complete; this contains three thumbs. The pupil indicates how well s/he has understood/performed the task by circling or colouring the appropriate thumb. This is designed to give the pupil greater ownership of the learning process.
- * Do not assume that a pupil new to English will remember all the vocabulary once a unit has been completed. It may take up to 10 exposures to a word or phrase before it is committed to memory. For this reason, it may be useful to laminate and cut out the pictures and words found at the end of each unit. These can be kept at home or at school and used for vocabulary recall and consolidation purposes.
- * At the end of each unit there is a checklist which the teacher may use to record what the pupil can do and any areas which may still require consolidation. Summative checklists are also provided.
- * Encourage the pupil to take part in as many class activities as possible. This can be done through paired work and collaborative activities. Ensure that the pupil is placed beside a sympathetic peer who will provide good models of English.
- * Use illustrated texts as a starting point for discussion activities. Remember to accept and praise any effort to respond. Over time, encourage the pupil to extend one word/short phrase answers into full sentences.
- * As the pupil becomes more confident, begin to ask more open-ended questions. This helps to extend language learning in a natural and

meaningful way. If the pupil makes a mistake in responding, provide a model answer which the pupil may then repeat. Remember to be sensitive when correcting errors, so that the pupil does not become discouraged.

- * Be patient! Addressing the language needs of pupils new to English can present many challenges but it is usually very rewarding. With your support pupils can make rapid progress and, through time, become independent learners.

HOMOPHONES

Need to Know:

Students should be aware of the occurrence of homophones in written English and be able to use them appropriately in a variety of contexts.



What are homophones?



Homophones are words that are pronounced like other words, but are spelt differently and have different meanings.

Some common examples:

air	—	heir
aisle	—	isle
boy	—	buoy
cell	—	sell
cereal	—	serial
coarse	—	course
dear	—	deer
hall	—	haul
idle	—	idol
lightening	—	lightning
peace	—	piece
principal	—	principle
profit	—	prophet
rain	—	reign
stationary	—	stationery

Check-up 2

Choose the correct homophone to complete the sentences.
The first one has been done for you.

1. The prisoner was allowed to leave his cell. (**cell, sell**)
2. He felt that there was no _____ to telephone the police.
(**need, knead**)
3. At the end of assembly we close our eyes to _____. (**pray, prey**)
4. Queen Victoria had a _____ of 64 years. (**rain, rein, reign**)
5. We all should learn the difference between _____ and wrong.
(**right, write**)
6. I was so amazed that all I could do was stand and _____.
(**stair, stare**)
7. Radim didn't think it was possible that his son would _____
from him. (**steal, steel**)
8. You can only carry a certain _____ of luggage onto a plane.
(**wait, weight**)
9. It seems a pity to _____ all that food. (**waist, waste**)
10. Lauren bent down to smell the pretty _____. (**flour, flower**)

HOMOGRAPHS

Need to Know:

Students should know that homographs are words spelt the same but can be pronounced differently and have different meanings.



What are homographs?



Homographs are words that are spelt the same but can be pronounced differently and have different meanings.

Examples:

tear can mean:

- (1) fluid from the eye, or
- (2) to rip something

sow can mean:

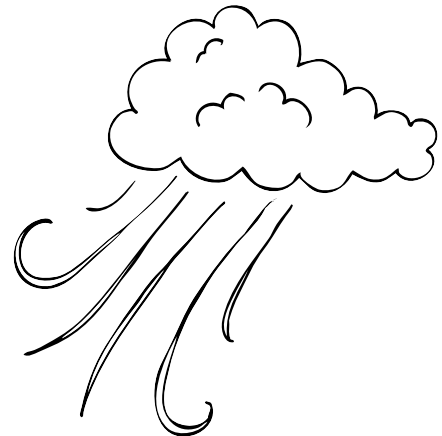
- (1) an adult female pig, or
- (2) to scatter seeds

wind can mean:

- (1) a current of air, or
- (2) to turn or coil

bow can mean:

- (1) the front part of a ship, or
- (2) to bend, or
- (3) a decorative knot



PREPOSITIONS

Need to Know:

Children should be able to identify and use prepositions appropriately in written English.



What are prepositions?



Prepositions demonstrate the relationship between two things in a sentence, e.g. a person, place or animal. They give extra information about either:

1. the time an event happened, or
2. the place where an event took place.

Time prepositions

at	during	after	about
between	from	to	until
past	around	before	except
for	of	since	till

e.g. After lunch Hamed went swimming.

Place prepositions

beside	into	opposite	over
down	up	against	around
under	by	behind	on
aboard	across	along	among
below	beneath	between	beyond
in	near	off	through
towards	upon	with	within
without			

e.g. The boy hid under his bed.
The word “under” shows the relationship between the boy and the bed.

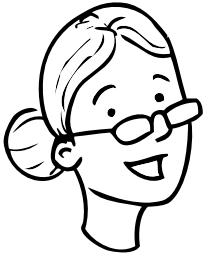
Extension Activity 1 Complete the sentences using appropriate prepositions. *The first one has been done for you.*

1. *Ali could not help but disagree with his teacher when he completed the experiment.*
2. After much discussion, Hubert agreed _____ join the expedition.
3. The lady was angry and accused her family of interfering _____ her business.
4. She decided to complain _____ them to her friend during dinner.
5. My brother suffers _____ pains in his leg since pulling a muscle while playing rugby.
6. Marc thought that his performance was equal _____ any other he had seen that evening.
7. Through her binoculars, Jill observed the badger cowering _____ the fox before running away.
8. The manager told the staff that he was satisfied _____ their work over the past week.
9. Emil had been the victim _____ harassment until his boss intervened.
10. My mum has always said that I am the complete opposite _____ my twin sister.

CONJUNCTIONS

Need to Know:

Students should know that conjunctions connect words or groups of words together and be able to use them in a variety of contexts.



What are conjunctions?



Conjunctions are words that connect or join two single words or groups of words.

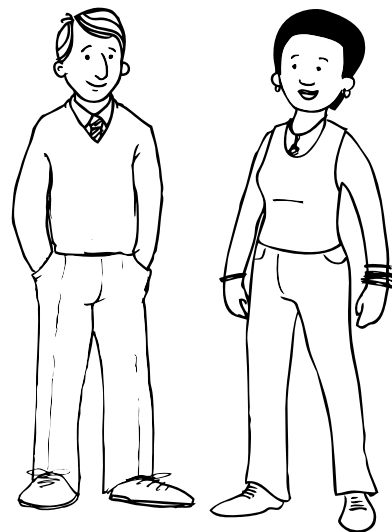
An example:

Bob was tall.

Jill was tall.

These sentences can be joined together by saying

Bob and Jill were tall.



PLURALS

Making Plurals from Singular Nouns

Rules for making plurals

What letter the word ends in	How to make singular nouns into plurals	Examples	
		Singular	Plural
For words ending with: 'b' 'd' 'e' 'g' 'k' 'l' 'm' 'n' 'p' 'r' 't' 'w' 'th'	add '-s'	lake ship leg straw moon sheath	lakes ships legs straws moons sheaths
For words ending with: 's' 'sh' 'ch' 'x' 'o'	add '-es'	potato dish glass match fox	potatoes dishes glasses matches foxes
If the word ends with 'y', but has a vowel directly before the 'y'	add '-s'	boy monkey alley valley	boys monkeys alleys valleys
If the word ends with 'y', but has a consonant directly before the 'y'	Take away the y and add '-ies'	library body rally company	libraries bodies rallies companies
For words ending with: 'f' 'fe'	Take away the 'f' or 'fe' and add '-ves'	thief loaf half wife leaf shelf	thieves loaves halves wives leaves shelves



Check-up 1

1. Write three plurals formed by adding ‘-s’, e.g. girl ⇒ girls.

2. Write three plurals formed by adding ‘-es’, e.g. brush ⇒ brushes.

3. Write three plurals formed by changing ‘y’ to ‘i’ and adding ‘-es’, e.g. city ⇒ cities.

4. Write three nouns ending with ‘y’ whose plurals are formed by adding ‘-s’, e.g. key ⇒ keys.

5. Write three plurals formed by changing ‘f’ to ‘v’ and adding ‘-es’, e.g. leaf ⇒ leaves.

6. Write three nouns ending in ‘f’ whose plurals are formed by adding ‘-s’, e.g. chief ⇒ chiefs.

7. Write three plurals formed by changing ‘-fe’ to ‘v’ and adding ‘-es’, e.g. wife ⇒ wives.

8. Write three words ending with ‘o’ whose plurals are formed by adding ‘-es’, e.g. potato ⇒ potatoes.

9. Write three nouns which have the same singular and plural form, e.g. sheep.

10. Write three words that do not have a singular form, e.g. trousers.

PUNCTUATION

Capital Letters

Capital letters are used:

- (a) to begin a sentence
- (b) for the names of people, countries, streets, addresses, books, poems, songs, ships, etc
- (c) for months of the year
- (d) for people's initials,
e.g. R. F. Brown, C. S. Lewis
- (e) for the first word of direct speech,
e.g. The officer shouted, "Come here."
- (f) for the letters 'I' and 'O'



Need to Know:

Students should know how to punctuate sentences correctly using: capital letters, full stops, commas, apostrophes, question marks, exclamation marks and speech marks.

Apostrophes

Apostrophes can be used in place of a missing letter or letters,
e.g. would not ⇒ wouldn't
I am ⇒ I'm



Full stops

Full stops are used at the end of a sentence.



Question Marks

Question marks are used to end a sentence that is asking a question,

e.g. What is the capital of France?

NB When it is used in direct speech, the question mark comes inside the speech marks,
e.g. "What is the capital of France?" asked Mr Evans.



6. the cow is a very useful animal for it provides us with milk from which butter cheese and yoghurt are made

7. i hope that im good today exclaimed luke maybe ill get a prize

8. richard hearing loud singing and laughter asked where is that noise coming from

9. would you reach those pencils to me please asked the teacher

10. azeem wants carrots potatoes chicken broccoli and gravy for dinner




APOSTROPHES (POSSESSION)

Need to Know:

Students should be aware that an apostrophe can be used to show possession or ownership of something.



What are
apostrophes?



Apostrophes can be used
to show possession or
ownership of something.

Apostrophes can be used to show possession or ownership of something.

- (a) In the singular form the apostrophe goes between the last 2 letters of the person or thing that owns the item,
e.g. The girl's pencil case
(the pencil case belongs to the girl).
The dog's nose
(the nose belongs to the dog).
- (b) In the plural form of possession the apostrophe should be put after the 's',
e.g. the teachers' classrooms
(the classrooms belong to the teachers – i.e. more than one teacher).

Check-up 1

Write each phrase in a shorter form using an apostrophe.
The first one has been done for you.

1. *the tail of the dog* *the dog's tail*

2. the friend of the boy _____

3. the coat of Helen _____

4. the garden of my father _____

5. the house of the lady _____

6. the claws of the lions _____

7. the ears of the elves _____

8. the windows of the houses _____

9. the cars of the drivers _____

10. the tanks of the soldiers _____

APOSTROPHES (CONTRACTIONS)

Need to Know:

Students should be aware that an apostrophe can be used in place of a missing letter or letters.

What are apostrophes?



Apostrophes can be used to show that a letter or letters have been left out.

Children should know how to write the full phrase for words written using apostrophes, as shown below:

- | | |
|---------------------------|--------------------|
| e.g. it's = it is*/it has | they're = they are |
| wouldn't = would not | won't = will not |
| let's = let us | I'll = I will |
| she's = she is /she has | I've = I have |

* Please note in the case of the word 'its' an apostrophe is only used when **it is** or **it has** is meant, e.g. **it's lovely** (means **it is lovely**).

An apostrophe is not used with **its**, if possession is being indicated, e.g. **its ball** (no apostrophe as it doesn't make sense to say **it is ball**).

Children should be able to identify the missing letter from a selection of words that have apostrophes, as shown below:

'a' missing	'i' or 'a' missing	'o' missing	'u' missing
I'm	it's	don't	let's
we're	he's	can't	
you're	she's	aren't	
they're	who's	isn't	
	that's	won't	
	what's		

Check-up 2

Rewrite the sentences changing the contractions back into two words. *The first one has been done for you.*

1. *The girls haven't revised for their exams in June.*

The girls have not revised for their exams in June. _____

2. The policeman wasn't informed about the accident.

3. Amy was told that it's a long walk to her house.

4. There's been a lot of rainfall this month.

5. We have to tell our teacher when we're coming back.

6. Where've you put those biscuits?

7. The headmaster told the pupil he'd have to go to detention after school.

8. Isobel asked who'd volunteer to cut his grass.

9. They'd a wonderful time in Disneyland.

10. I'm sure the children will want to go again.

Apostrophes (Contraction)

SILENT LETTERS

Need to Know:

Students should know that some letters are silent within words, and therefore are not pronounced. They should be able to say and spell these words in context.



What are silent letters?



Silent letters are letters that are written, but not pronounced.

Silent **'k'** comes before **'n'**

e.g. knot, knock, knee

Silent **'g'** comes before **'n'**

e.g. gnome, gnaw, sign

Silent **'w'** comes before **'r'**

e.g. wreck, wrap, wriggle

Silent **'u'** comes before **'e'**

e.g. vague, league, plague

or before **'i'**

e.g. circuit, biscuit, guilty

Silent **'t'** follows **'s'**

e.g. castle, listen, whistle

Silent **'n'** follows **'m'**

e.g. condemn, column, autumn

Silent **'b'** follows **'m'**

e.g. thumb, comb, lamb

or comes before **'t'**

e.g. doubt, debt, subtle

Silent **'c'**

e.g. muscle, scissors, scent

Silent **'h'**

e.g. ghost, vehicle, honest

Silent **'p'**

e.g. cupboard, raspberry, receipt



Extension Activity 1 Rewrite each word adding the missing silent letter to complete it.

1. ___sychology _____

2. fatig___e _____

3. desi___n _____

4. mois___en _____

5. de___t _____

6. clim___ _____

7. s___enery _____

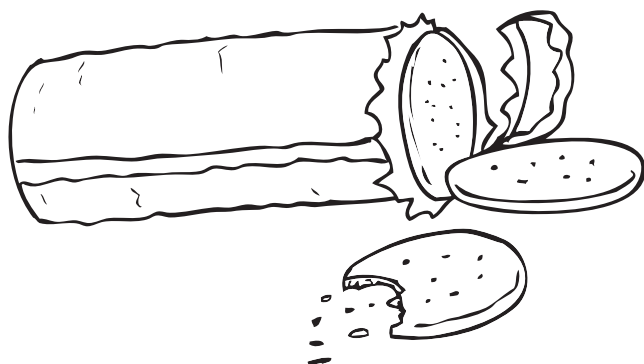
8. ___neumonia _____

9. ___rite _____

10. shep___erd _____

11. fas___en _____

12. ___nat _____



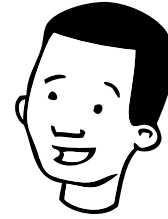
ALLITERATION



What is
alliteration?

Need to Know:

Students should be familiar with the term alliteration and be able to identify its use in written English.



When two or more words in a poem begin with the same letter or sound this is called **alliteration**.

Some examples of alliteration:

He clapsed the crag with crooked hands.

Rabbits running over roses.

She sells seahells on the seahore.

Check-up 1

Fill in the missing word at the end of each line so that it alliterates with the rest of the phrase.

1. An angry _____.
2. Two terrible _____.
3. Three terrific _____.
4. Four frightened _____.
5. Five frisky _____.
6. Six smiley _____.
7. Seven sickly _____.
8. Eight evil _____.
9. Nine naughty _____.
10. Ten trembling _____.

SIMILES

Need to Know:

Students should be familiar with the term simile and be able to identify and use similes in context.



What are similes?



Similes are figures of speech that compare something to another thing of a different kind using the words 'as' or 'like'.

Some examples:

The fog was like a magician's cape

The lamb's fleece was as white as snow

A list of some common similes

As heavy as lead

As hot as fire

As light as a feather

As old as the hills

As poor as a church mouse

As proud as a peacock

As quick as lightning

As quiet as a mouse

As safe as houses

As slow as a snail

As soft as putty

As sour as vinegar

As steady as a rock

As stiff as a poker

As sweet as honey, sugar

As thin as a rake

As warm as toast

As weak as a kitten

As white as snow

As black as pitch

As bold as brass

As brave as a lion

As bright as a button

As brown as a berry

As busy as a bee

As clean as a new pin

As cold as ice

As cool as a cucumber

As cunning as a fox

As dead as a doornail

As deaf as a doorpost

As easy as A.B.C.

As fit as a fiddle

As flat as a pancake

As fresh as a daisy

As good as gold

As green as grass

As hard as nails

As strong as an ox

ANSWER KEY

Homophones

Check-up 1

(page 12)

- | | |
|---------|----------|
| 1. won | 11. week |
| 2. tail | 12. hare |
| 3. buy | 13. pear |
| 4. maid | 14. fare |
| 5. dear | 15. heal |
| 6. knot | 16. here |
| 7. knew | 17. mane |
| 8. see | 18. meet |
| 9. hour | 19. pale |
| 10. sun | 20. pain |

Check-up 2

(page 13)

- | | |
|----------|------------|
| 1. cell | 6. stare |
| 2. need | 7. steal |
| 3. pray | 8. weight |
| 4. reign | 9. waste |
| 5. right | 10. flower |

Extension Activity 1

(page 14)

1. currant, current
2. course, coarse
3. beech, beach
4. break, brake
5. boy, buoy
6. stationary, stationery
7. stile, style
8. plaice, place
9. knight, night
10. key, quay
11. soar, sore
12. site, sight
13. lesson, lessen
14. route, root

Homographs

Check-up 1

(page 16)

suitable examples

Prepositions

Check-up 1

(page 18)

- | | |
|-----------|----------------------|
| 1. at | 6. at, on |
| 2. during | 7. into, after |
| 3. by | 8. towards, around |
| 4. behind | 9. opposite, between |
| 5. in | 10. after, as |

Check-up 2

(page 18)

- | | |
|---------|---------|
| 1. to | 6. on |
| 2. to | 7. with |
| 3. of | 8. for |
| 4. by | 9. of |
| 5. into | 10. to |

Extension Activity 1

(page 19)

- | | |
|----------|---------|
| 1. with | 6. to |
| 2. to | 7. from |
| 3. in | 8. with |
| 4. about | 9. of |
| 5. from | 10. of |

Conjunctions

Check-up 1

(page 22)

1. but
2. because
3. and
4. so
5. but

Check-up 2

(page 22)

1. if
2. or
3. that
4. While
5. before
6. unless
7. Although
8. since
9. whether
10. when

** or suitable alternative*

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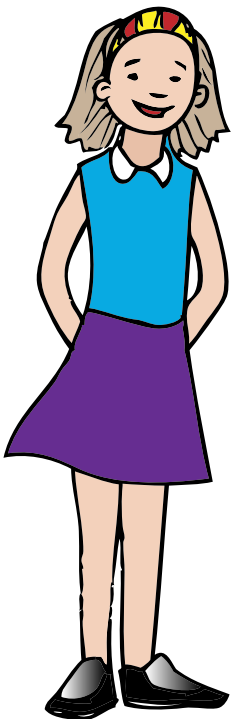
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